Development of Textbooks with a Contextual Approach Based on Local Wisdom: Product Validity Analysis

Toras Barita Bayo Angin[1], Deka Maita Sandi[2] and Marzuki Ahmad[3][0009-0002-1058-0101]

[1,2,3]Institut Pendidikan Tapanuli Selatan, Padangsidimpuan, Indonesia
[1]torasbarita@gmail.com

Abstract. Improving creativity in writing descriptive essays among students is one of the challenges in learning Indonesian, especially when the teaching materials are not directly connected to the students' cultural background. Therefore, this study aims to develop and analyze the validity of contextual textbooks based on local wisdom in order to improve students' writing creativity. This study uses the Research and Development (R&D) method with the Plomp development model which includes the Preliminary research stage, Prototyping stage, Assessment phase. The validity of the textbook is analyzed through the aspects of content feasibility, presentation feasibility, language feasibility, approach feasibility. The research instrument is a validation sheet of the textbook product. There are 4 validators involved in the validation process. The results of the study indicate that the textbook developed has a high level of validity in the four dimensions, which include content feasibility of 84.47%, presentation feasibility of 88.33%, language feasibility of 88.00%, and approach feasibility of 87.68%. And overall, the average percentage value was 86.25%. Based on the validation results, it was concluded that the developed textbook product was in good criteria. The implications of this study indicate that the development of local wisdom-based textbooks is not only culturally relevant, but also feasible in encouraging students' creativity in writing descriptive essays. The obtained textbooks can be tested in the field so that the effectiveness and practicality of the developed textbook products are found.

Keywords: Contextual, Descriptive Essays, Local Wisdom, Textbooks, Writing Creativity

1   INTRODUCTION

Improving the quality of learning continues to be a major focus in various educational policies and innovations around the world. Language learning is related to the development of language and literature skills that involve the development of listening, speaking, reading, and writing skills [1]. Writing is an important skill that must be developed in the education system [2]. Writing is one of the most complex human activities because it requires the creation of design concepts and recording information and experiences about the issues being discussed [3]. Writing skills are not skills that are acquired naturally, but require continuous practice and mastery of cer-

tain concepts. The writing process includes the ability to organize language, master vocabulary, and requires logical thinking skills to have meaningful writing [4]. Writing activities require students to express ideas, observations, and imaginations in a structured and detailed manner. Descriptive writing is a type of writing that aims to provide a clear and detailed description of a person, place, object, or event [3]. The descriptive writing is expected to create a sensory experience for the reader, allowing them to visualize and feel a connection with the subject being described. In addition, students must develop their ideas into coherent, cohesive, and well-organized sentences, in arranging words into phrases, then into clauses, and complete sentences that contain certain ideas arranged in a logical order [5]. In writing descriptive essays, students focus on writing appropriate titles, determining appropriate topics, developing topic sentences into complete paragraphs, composing grammatical sentences, composing supporting sentences coherently, using appropriate words or phrases and writing mechanics [6], [7]. Thus, students' creativity in writing descriptive essays is very much needed in the learning process, this is because students must be able to express their ideas in an original, interesting, and meaningful way.

The reality in the field is that students' creativity in writing descriptive essays is not as expected. Writing creativity, especially writing descriptive texts, is often a major challenge for students, especially when the teaching materials used do not support the development of their imagination. The researcher's findings during the initial observation at one of the junior high schools in Padangsidimpuan City found that students' descriptive text writing skills were low. In addition, the textbooks used in the learning process tend to be monotonous, only using textbooks provided by the government. Then it was also found that learning activities, especially in Indonesian language lessons, tend to use lecture methods and are conventional. This can be seen from learning activities that tend to be dominated by teachers so that students are not too involved in the learning process. Learning activities so far tend to be centered on educators and theory, and students need textbooks that involve the application of learning components that provide opportunities for students [8]. Learning that supports students to be active in the learning process is a contextual approach. Through a contextual approach, teachers will be assisted in learning activities through the use of teaching materials that aim to help students better understand the lesson [9]. This approach emphasizes the importance of linking students' daily experiences with the material being studied, thereby encouraging a deeper and more applicable understanding [10]. The contextual approach emphasizes the activeness of students in carrying out learning and connecting subject matter with real situations [11]. The application of a contextual approach in writing, especially in descriptive essays, allows students to integrate personal experiences and observations of their surroundings, so that the writing results are richer in imagination and critical understanding. Through the application of a contextual approach, students not only improve their descriptive writing skills, but also encourage students to be more creative in composing essays that are rich in detail and meaning [12]. The application of a contextual approach in learning Indonesian will provide opportunities for students to develop their writing skills more creatively and meaningfully. Integration of local wisdom in learning has become an increasingly recognized strategy to enrich teaching materials while strengthening students' cultural

identity. Local wisdom includes ideas, values, views, local views that are wise, full of wisdom, have good values, which are embedded and followed by members of society [13], [14]. which contain elements of high cultural values [15], [16]. In this case, local wisdom is the cultural identity of a nation that can be used to absorb and process foreign cultures according to the character of the culture itself. Local wisdom must be maintained for the sake of the sustainability of tradition, good habits can emerge if schools implement positive discipline and commitment to implementing character education in accordance with local wisdom [17]. In addition, the incorporation of local cultural elements into learning not only increases student engagement but also encourages appreciation of cultural heritage that is often overlooked [18]. Local wisdom-based literary teaching materials in Indonesian language subjects are very beneficial for students [19]. In the context of Indonesian language learning, local wisdom offers an authentic framework for students to develop writing creativity, especially in writing descriptive essays.

Furthermore, the challenges faced in learning to write in schools are often related to the lack of student involvement and the limited teaching materials that are relevant to student-centered learning. There are many textbooks published and used, but these textbooks involve very few social situations that are close to students [20]. As the main source of learning materials, textbooks must not only convey content that is in accordance with the curriculum, but also be able to motivate and inspire students to think critically and creatively [21]. Textbooks play a vital role in supporting effective learning processes in schools. The results of the study revealed the need for continuous development of appropriate and effective Indonesian language textbooks to meet student needs and educational development [22]. This is very relevant in learning to write descriptive essays, where students need to combine observation and imagination in a well-organized form. This material serves as an important reference for teachers, guiding students in organizing class activities and guiding student learning [23].

The development of textbooks is a very important thing that supports the learning process [8], and through this, students are expected to be able to develop their abilities in communicating, collaborating, thinking critically, and innovating [22]. In developing textbooks, there are several important components that must be met in achieving learning objectives. With proper design and implementation, textbooks can improve understanding, foster critical thinking, and encourage student success in academic endeavors [24]. Validity analysis is a critical first step in ensuring that textbooks are not only academically relevant but also able to increase student engagement and creativity in learning. The validity of textbooks is important before being used in learning [25]. In the context of teaching descriptive writing, the validity of textbooks based on contextual approaches and local wisdom becomes increasingly important, considering their role in facilitating students to develop writing creativity through meaningful experiences and observations. From the previous description, the author is interested in conducting research on the validity of textbooks with a contextual approach based on local wisdom to teach students' creativity in writing descriptive essays. The purpose of this study is to describe the validity of contextual textbooks based on local wisdom designed to improve students' creativity in writing descriptive essays in the Indonesian Language subject.

2   METHOD

This research is a development research that aims to develop a textbook with a contextual approach based on local wisdom to teach students' creativity in writing descriptive essays. Specifically, this paper aims to describe the validity of the textbook product through the development research carried out. To achieve the objectives of the research, product development was carried out with the Plomp model which includes the stages of Preliminary research, Prototyping stage, Assessment phase [26]. The research was conducted from June to July 2024. The location of the research was SMP Negeri 5 Padangsidimpuan. The subjects in this study were textbook products with a contextual approach based on local wisdom that can teach students' creativity in writing descriptive essays. The object of this study is the level of validity of the textbook product with a contextual approach based on local wisdom that can teach students' creativity in writing descriptive essays, especially junior high school students in grade VII. The subject matter developed in the textbook is material that is adjusted to the lessons of grade VII (Seven) junior high school students with the reference book being the student handbook used in junior high schools that use the independent curriculum of the ministry of education and culture of the Republic of Indonesia, namely writing descriptive essays. The subject matter developed is focused on the Indonesian language subject which includes About Description, Structure of Descriptive Text, Variety of Objects of Descriptive Text, Writing Descriptive Essays. The research instrument is a validation sheet for the textbook product. which contains statements that will be responded to by respondents or validators involved as a validation team for the product being developed.

The validity of the textbook product is reviewed from the aspects of the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, the appropriateness of the approach used. Each aspect used has certain indicators and each indicator contains statements that will be given a response/assessment by the validator. The assessment of the validity of the textbook was carried out by four validators who were competent in contextual learning based on local wisdom and writing descriptive essays. Validation was carried out by experts to assess the product by filling out a validation sheet which was used to assess how the material and language were appropriate, as well as the appropriateness of the media display presented in the product [27]. The assessment was carried out through a validation sheet by providing a checklist ("√") on an assessment scale of 1-5. The scoring was based on 1 = very poor, 2 = poor, 3 = sufficient, 4 = good, 5 = very good. Validity analysis was carried out using descriptive percentage analysis by determining the Percentage Average Score (PAR) of achievement of each component of the validated aspect. The achievement category of components in percentage is interpreted in the criteria of very good $\Leftrightarrow 90 \leq PAR \leq 100$, good $\Leftrightarrow 80 \leq PAR < 90$, sufficient $\Leftrightarrow 70 \leq PAR < 80$, less $\Leftrightarrow 60 \leq PAR < 70$ and very less $\Leftrightarrow 0 \leq PAR < 60$ [28]. The validated components meet the valid criteria if $PRS \geq 70$ or at least in the sufficient category. The validator's assessment of the developed textbook (Product) is also accompanied by suggestions and comments from the validator. The suggestions and comments from the validator are analyzed qualitatively with the aim of implementing the sug-

gestions or comments submitted by the validator to revise the developed textbook. Based on the suggestions and comments provided, improvements are made to the textbook that has been prepared. The suggestions submitted by the validator will be analyzed so that they become suggestions that support and build on the improvement of learning devices.

3   RESULTS AND DISCUSSION

3.1   Results

Research in order to develop a textbook with a contextual approach to teach students' creative writing skills in descriptive essays is carried out involving 3 stages including Preliminary research, Prototyping stage, Assessment phase. The preliminary research stage is the initial step in research activities. This stage is carried out by analyzing the components needed to make a good textbook product that is suitable for teaching students' creative writing skills in descriptive essays. This is adjusted to the needs of the research subjects related to the products being developed. Where in this case the research subjects are dominated by children aged 13-14 years. Students are grade VII junior high school students who have just increased their education level from elementary school. The curriculum used at the school is an independent curriculum in accordance with that planned by the Ministry of Education and Culture of the Republic of Indonesia. For grade VII students, Indonesian language lessons allocate 5 hours of lessons (5x40 minutes) each week. Activities at the school still tend to use the method of delivering material with lectures, questions and answers and assignments. And rarely use group learning by discussing LKPD in their learning activities. In general, the learning activities that are usually carried out in the school tend to be conventional. In terms of culture, students are students who have the Angkola Mandailing culture. Where in this case the local wisdom involved is daily life activities that include life in society, historical places, and tourist attractions, etc.

The development stage is carried out to produce an initial draft of the developed textbook product. This product draft is compiled by considering the information obtained from the preliminary research stage. Where in this stage a draft of the textbook product is compiled consisting of a cover, foreword, learning implementation instructions, learning achievement map, table of contents, list of figures, list of tables, contents (book content), bibliography. Furthermore, the content section of the book contains material including the Importance of Writing, About Description, Structure of Descriptive Text, Variety of Objects of Descriptive Text, Writing Descriptive Essays, Evaluation of Writing Descriptions. The preparation of textbooks is carried out by considering the learning approach (contextual) and the local basis (based on local wisdom). The local wisdom involved includes: Huraba Fort, Bahal Temple, Aek Sijornih, Tapanuli wedding party, traditional house (Bagas Godang), Nasonang honey garden, etc. The compiled textbook consists of 6 chapters, each chapter contains objectives, theoretical studies and summaries. In addition, a validation sheet instrument for the textbook product was also designed; teaching module; LKPD; Practicality

instrument for the textbook. The research instrument was compiled so that it is suitable to be used as a supporting tool for collecting research data.

The Assessment phase was carried out to analyze the validity, effectiveness and practicality of the developed textbook product. In this stage, research activities are focused on analyzing the validity of the textbook product. The validity of the textbook is reviewed from the assessment and comments of the validator on the developed textbook product. The validators involved consisted of 4 experts who had competence in developing textbooks, understood the approach used, namely the contextual approach. Furthermore, they had adequate insight into the local wisdom of Angkola and Mandailing culture. In the research activities carried out, 4 validators were involved who had a background in linguistics and had a doctoral education. The validators were lecturers who were active as teaching staff at universities. The previously designed textbooks were validated by 4 validators with the aim of aspects of the feasibility of the content, presentation, language, and the selected approach. The assessment of the validators can be seen in table 1.

Table 1. Validator Assessment of Developed Products.

Rated aspect	Validator Assessment (Average Score)				Average	Value %
	1	2	3	4		
Content feasibility						
feasibility of materials to learning objectives	4.33	4.67	3.33	4.00	4.08	81.67
Material Accuracy	4.40	3.60	4.20	4.40	4.15	83.00
Material Update	4.25	4.75	4.50	4.25	4.44	88.75
Presentation feasibility						
Presentation Techniques and Supports	4.60	4.60	4.40	4.40	4.50	90.00
Learning Presentation	4.00	5.00	4.00	4.00	4.25	85.00
Coherence and Sequence of Thought Flow	4.50	5.00	4.00	4.50	4.50	90.00
Language feasibility						
Logical	4.60	4.60	4.20	4.40	4.45	89.00
Dialogical and Interactive	4.50	4.50	4.25	4.25	4.38	87.50
Conformity with Language Rules	4.50	4.50	4.00	4.50	4.38	87.50
Approach feasibility						
Contextual nature based on local wisdom	4.50	4.50	4.00	4.50	4.38	87.50
Contextual Components	4.29	4.57	4.43	4.29	4.39	87.86
Average Score	**4.43**	**4.50**	**4.20**	**4.33**	**4.36**	-
Achievement Value	**88.50**	**90.00**	**84.00**	**86.50**	-	**87,25**

Based on table 1, it can be seen that the textbook product developed based on the validator's assessment meets the very valid criteria. Validator 1 gave a score of 88.50 (good criteria), validator 2 gave a score of 90% (very good criteria), validator 3 gave a score of 84% (good criteria) and validator 4 gave a score of 87.68% (good criteria). Furthermore, when reviewed from the validated aspects, the assessment achievement feasibility of content obtained an average score of 84.47% (good criteria), feasibility of presentation obtained an average score of 88.00% (good criteria), feasibility of language obtained an average score of 87.68% (good criteria), feasibility of approach used obtained an average score of 87.25% (good criteria). The achievement graph reviewed from the assessed aspects can be seen in Figure 1.
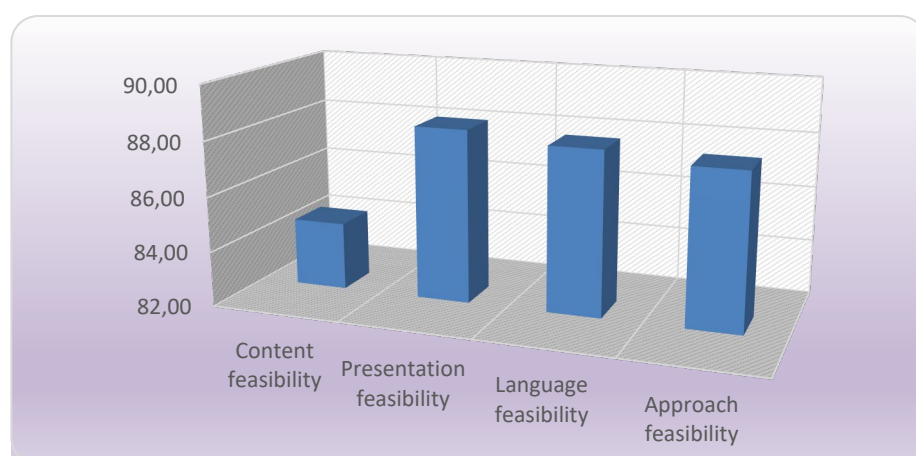

Fig. 1. Validator Assessment Achievements are reviewed from each validated aspect.

Furthermore, this achievement can be observed from the acquisition of the total average value of all aspects observed, obtaining a total average percentage value of 87.25% which is in the good criteria. This achievement shows a valid average value. Likewise with the review of each validator who is in the good criteria assessment. Thus, in general, the validation achievement of the textbook product based on the assessment of experts is valid. Furthermore, there is also a validator response to provide a conclusion on the textbook product unit, namely that the textbook product developed is in the good criteria assessment and can be used with minor revisions. Furthermore, there are validator suggestions related to the validated product, including the use of foreign terms should be printed in italics, the use of fonts that are easier to read, for example, arial/calibri, to consider citations with the latest year. The suggestions given have been used to revise the developed textbook product as it should be. Based on the suggestions obtained from the validator, the textbook product was revised as necessary to obtain a draft of the textbook product that was ready or suitable for field testing in order to evaluate the textbook product that was developed.

3.2   Discussion

The validity of contextual textbooks based on local wisdom was analyzed by referring to four main aspects, including the appropriateness of the content, the appropriateness of the presentation, the appropriateness of the language, and the appropriateness of the chosen approach. Based on the validity level testing carried out, the developed textbook products met the valid criteria with good criteria. The findings of this study are in line with the findings of research [8] which revealed that the assessment of content and design experts on textbook products with a contextual approach was appropriate and met good criteria. Contextualization of learning through the integration of local wisdom is an important strategy in linking teaching materials to the social and cultural environment of students. Culture is an integral part of the language teaching and learning process and is an influential factor in the success of language learning [29]. The use of authentic cultural elements presented in the form of images in learning activities motivates students to be more actively involved in writing descriptive essays in learning activities. Images refer to pictures, paintings, and photography can be very useful media when used to teach descriptive texts because they can foster students' imagination [30].

The validity of textbooks not only functions as a benchmark for the feasibility of the content, presentation, language and approach used, but also plays an important role in determining the effectiveness of their use in learning that will be applied later. It is important for educators to develop and select textbooks that meet validity criteria to support an effective learning process [31], [32]. From research [33] revealed that in integrated learning of the webbed type based on local culture that meets the validity criteria has been carried out is felt easy by the students who follow it, this is because it is supported by the teacher's teaching method so that students feel very interested in learning. The results of the analysis of the validity of textbooks in this study strengthen the findings of previous studies which show that teaching materials that are in accordance with students' cultural environment can increase engagement and motivation to learn. A local wisdom-based approach offers great potential to create teaching materials that are more relevant and meaningful for students, especially in efforts to increase engagement and motivation to learn [16], [34].

Writing creativity is an important skill that needs to be developed in students, especially in writing descriptive essays that require exploration of imagination, observation, and structured arrangement of ideas. Learning in creative writing provides an understanding of the use of the right brain [35]. The contextual textbook based on local wisdom developed in this study is designed not only to convey material informatively, but also to stimulate students' creativity in writing descriptive essays. The learning process involving local wisdom provides space for students to relate their personal and cultural experiences to writing assignments, so that they are more motivated to produce original and creative work. Improving students' writing creativity requires the involvement of the use of thinking skills [36]. The application of this approach can be extended to higher levels of education, to ensure that the learning process remains connected to local values that support the development of critical and creative thinking skills. Thus, this study makes an important contribution to efforts to

improve the quality of learning through the development of contextual and valid teaching materials.

4 CONCLUSION

This study successfully developed a valid local wisdom-based contextual textbook in teaching students' creativity in writing descriptive essays. The validation results showed that this textbook has a high level of validity in terms of Content feasibility of 84.47%, Presentation feasibility of 88.33%, Language feasibility of 88.00%, and feasibility of the selected Approach of 87.68%. And overall, the average value percentage was 86.25%. Based on the validation results, it was concluded that the developed textbook product was in good criteria and could be used in field trials. Thus, the development of local wisdom-based textbooks offers an alternative learning that is not only culturally relevant but also valid in improving students' descriptive essay writing skills. The implications of this study indicate that the use of a contextual approach by utilizing local wisdom can be applied more widely in various disciplines to improve learning outcomes that are more meaningful and connected to students' real lives.

Acknowledgment

References

[1] A. Azis and S. Sumarni, "Utilization of Photo Story Media in Learning To Write Narrative Arrangements Genre-Based Approach," *RETORIKA J. Bahasa, Sastra, dan Pengajarannya*, vol. 15, no. 1, pp. 86–94, 2022, doi: 10.26858/retorika.v15i1.32968.

[2] F. Rohmi and S. Wahyuni, "English Teacher's Strategy in Teaching Writing Using Discovery Learning," *J. Pendidik. Bhs. Ingg. undiksha*, vol. 11, no. 2, pp. 122–128, 2024, doi: 10.23887/jpbi.v11i2.50812.

[3] S. Dzukhriyah and S. Rini, "Genre-Based Approach Effectiveness in Writing Descriptive Text," *LITE J. Bahasa, Sastra, dan Budaya*, vol. 19, no. 2, pp. 120–126, 2023, doi: 10.33633/lite.v19i2.8520.

[4] S. Azizah, "Developing Student ' S Writing Ability By Offering Various Techniques," *OKARA*, vol. II, no. 8, pp. 35–46, 2013, doi: 10.19105/ojbs.v7i2.445.

[5] B. Sugiharti, Sudirman, and G. Sukerama, "Students' Writing Ability in Writing Descriptive Text By Using Mind Mapping Technique (a Classroom Action Research in Class X-a Upw)," *Mimb. Pendidik. Indones.*, vol. 1, no. 1, pp. 23–32, 2020, doi: 10.23887/mpi.v1i1.27838.

[6] J. A. A. Flores, "The semiotics of writing: How adult L2 learners with emergent literacy make meaning in assessment texts through writing. Journal of Second Language Writing," *Semiot. Writ. How adult L2 Learn. with emergent Lit. make Mean. Assess. texts*

through writing. J. Second Lang. Writ., vol. 51 (March, no. 100793, 2021, doi: 10.1016/j.jslw.2021.100793.

[7]   N. Setyaningsih and A. Larassati, "'Umm you know…' Speaking or Writing?: Examining EFL Students' Writing Style in Argumentative Essays," *Elsya J. English Lang. Stud.*, vol. 3, no. 1, pp. 17–22, 2021, doi: 10.31849/elsya.v3i1.5818.

[8]   A. Darmuki, N. A. Hidayati, A. B. Tanghal, and A. M. Esteban Jr, "Pengembangan dan keefektifan model buku teks mata kuliah strategi pembalajaran berbasis pendekatan kontekstual," *KEMBARA J. Sci. Lang. Lit. Teach.*, vol. 9, no. 1, pp. 223–238, 2023, doi: 10.22219/kembara.v9i1.22635.

[9]   Y. Aprizani, "Improving Reading Comprehension Using Contextual Teaching and Learning (CTL)," *Stud. English Lang. Educ.*, vol. 3, no. 2, pp. 170–187, 2016, doi: 10.24815/siele.v3i2.4964.

[10] E. Ramdani, "Model Pembelajaran Kontekstual Berbasis Kearifan Lokal Sebagai Penguatan Pendidikan Karakter," *Jupiis J. Pendidik. Ilmu-Ilmu Sos.*, vol. 10, no. 1, p. 1, 2018, doi: 10.24114/jupiis.v10i1.8264.

[11] Aminah, Hairida, and A. Hartoyo, "Penguatan Pendidikan Karakter Peserta Didik melalui Pendekatan Pembelajaran Kontekstual di Sekolah Dasar," *J. Basicedu*, vol. 6, no. 5, pp. 8349–8358, 2022, doi: 10.31004/basicedu.v6i5.3791.

[12] M. Irfan and Purnamansyah, "Application of Blog Media with a Contextual Approach to Students' Descriptive Text Writing Skills," *J. Lentera J. Stud. Pendidik.*, vol. 5, no. 1, pp. 43–54, 2023, doi: 10.51518/lentera.v5i1.123 email:

[13] Nadlir, "Urgensi Pembelajaran Berbasis Kearifan Lokal," *J. Pendidik. Agama Islam*, vol. 2, no. 2, pp. 300–330, 2015.

[14] H. Kasmi, "Nilai-Nilai Kearifan Lokal Dalam Novel Tempat Paling Sunyi Karya Arafat Nur," *J. Metamorf.*, vol. 11, no. 1, pp. 1–14, 2019, [Online]. Available: http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

[15] A. Dwi Saputra, Firda Nurul Fauziah, and Sarwiji Suwandi, "Pemanfaatan materi ajar bahasa Indonesia bermuatan kearifan lokal di SMA Negeri 1 Karanganyar," *KEMBARA J. Sci. Lang. Lit. Teach.*, vol. 8, no. 2, pp. 335–348, 2022, doi: 10.22219/kembara.v8i2.21726.

[16] B. Sumardjoko and M. Musyiam, "Model of civic education learning based on the local wisdom for revitalizing values of pancasila," *Cakrawala Pendidik.*, vol. 37, no. 2, pp. 201–211, 2018.

[17] A. Hermino and I. Arifin, "Contextual character education for students in the senior high school," *Eur. J. Educ. Res.*, vol. 9, no. 3, pp. 1009–1023, 2020, doi: 10.12973/EU-JER.9.3.1009.

[18] Z. A. Khofsah, F. A. Fatmawati, and A. S. Ifadah, "Pengaplikasian Budaya Lokal Gresik dalam Kegiatan Pembelajaran PAUD," *Aulad J. Early Child.*, vol. 6, no. 3, pp. 462–469, 2023, doi: 10.31004/aulad.v6i3.561.

[19] B. Darmawati, S. K. Winahyu, R. H. Lubis, Herianah, P. Nurhuda, and A. Purba, "Indigenous Wisdom-Based Literature at Buru Island: Situation and Need Analysis for Developing Indonesian Teaching Materials," *Int. J. Lang. Educ.*, vol. 8, no. 2, pp. 419–437, 2024, doi: 10.26858/ijole.v8i2.65002.

[20] Y. Oktarina, R. Inderawati, and I. Petrus, "Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning," *Stud. English Lang. Educ.*, vol. 9, no. 3, pp. 1128–1147, 2022, doi: 10.24815/siele.v9i3.24660.

[21] H. T. Firmansyah, E. Susanti VH, and S. Saputro, "Pengembangan Buku Ajar Kimia Berbasis Keimanan untuk MA dan SMA-IT," *J. Pendidik. Kim.*, vol. 8, no. 2, pp. 306–312, 2019, doi: 10.20961/jpkim.v8i2.29034.

[22] I. N. A. Susrawan, N. Suandi, I. N. Sudiana, and I. P. M. Dewantara, "Indonesian Textbooks Oriented on Social Integration and 21st Century Skills in Higher Education: Validity, Practicality, and Effectiveness," *Int. J. Lang. Educ.*, vol. 8, no. 1, pp. 83–96, 2024, doi: 10.26858/ijole.v8i1.60910.

[23] M. Yunus, M. B. Dalle, Kaharuddin, A. Hudriati, and J. E. Strid, "Enhancing Paragraph Writing Proficiency: A Study of Students' Performance Post Global English Textbooks Exposure," *Int. J. Lang. Educ.*, vol. 8, no. 1, pp. 127–141, 2024, doi: 10.26858/ijole.v8i1.60913.

[24] M. Korona and A. Hutchison, "Integrating media literacy across the content areas," *Read. Res. Q.*, vol. 58, no. 4, pp. 601–623, 2023, doi: 10.1007/978-981-10-0045-4_10.

[25] Haidi, W. Syafi'i, and I. Mahadi, "Analysis of the Validity Level of Biology Textbooks based on the 2013 Curriculum with the Integration of Ayat Kauniyah," *J. Educ. Sci.*, vol. 4, no. 4, pp. 849–863, 2020, doi: 10.31258/jes.4.4.p.849-863.

[26] T. Plomp, "Educational Design Research: An Introduction," in *Plomp, T & Nieveen, N. (Eds.), Educational Design Research Part A: An Introduction*, Enschede, The Netherlands: SLO, 2013, pp. 10–51.

[27] W. T. Kholifah and F. Kristin, "Pengembangan Bahan Ajar Cerita Bergambar Tematik untuk Meningkatkan Minat Baca Siswa Sekolah Dasar," *J. Basicedu*, vol. 5, no. 3, pp. 3061–3072, 2021, doi: 10.31004/basicedu.v5i5.1256.

[28] Sudjana, *Media Pengajaran*. Bandung: Sinar Baru Algasindo, 2007.

[29] R. Darojah, "Persepsi Guru Sekolah Dasar terhadap Integrasi Budaya pada Pembelajaran Bahasa Indonesia," *Edukatif J. Ilmu Pendidik.*, vol. 3, no. 6, pp. 3748–3757, 2021, doi: 10.31004/edukatif.v3i6.1202.

[30] I. A. K. K. Dewi, Sudirman, and N. K. Wedhanti, "Improving Students'Achievement in Writing Descriptive Paragraphs By Using Picture Dictation Technique," *J. Pendidik. Bhs. Ingg. Undiksha*, vol. 7, no. 01, pp. 40–47, 2019, [Online]. Available: https://ejournal.undiksha.ac.id/index.php/JPBI/article/view/20603

[31] H. Fatihah, S. A. Waluyati, and P. Dianti, "Pengembangan Buku Ajar Berbasis Kontekstual pada Mata Kuliah Dasar dan Konsep Pendidikan Moral," *J. Moral Civ. Educ.*, vol. 5, no. 1, pp. 22–33, 2021, doi: 10.24036/8851412512020518.

[32] L. Lufthansa, S. Susilo, M. Zaini, W. Kusmawati, P. R. A. Pawitra, and A. P. Anugraini, "Pengembangan Buku Ajar Ilmu Gizi Olahraga: Studi Motivasi Dan Hasil Belajar," *J. Sport Area*, vol. 4, no. 2, pp. 327–338, 2019.

[33] A. Armadi and Y. P. Astuti, "Pembelajaran terpadu tipe webbed berbasis budaya lokal untuk meningkatkan hasil belajar siswa kelas IV sekolah dasar," *Prem. Educ. J. Pendidik. Dasar dan Pembelajaran*, vol. 8, no. 2, pp. 185–195, 2018, doi: 10.25273/pe.v8i2.3282.

[34] Jumriani, Mutiani, M. A. H. Putra, Syaharuddin, and E. W. Abbas, "The Urgency of Local Wisdom Content in Social Studies Learning: Literature Review," *Innov. Soc. Stud. J.*, vol. 2, no. 2, pp. 103–109, 2021, doi: 10.20527/iis.v2i2.3076.

[35] Siti Ansoriyah, "Developing weblog design in Indonesian creative writing material," *KEMBARA J. Sci. Lang. Lit. Teach.*, vol. 7, no. 1, pp. 94–103, 2021, doi: 10.22219/kembara.v7i1.15391.

[36] Y. A. M. Alkhoudary, "The effect of teaching critical thinking on Al-Buraimi University College students' writing skills: A case study," *Int. J. Appl. Linguist. English Lit.*, vol. 4, no. 6, pp. 212–219, 2015, doi: 10.7575/aiac.ijalel.v.4n.6p.212.